

# LITERACY STEERING COMMITTEE

February 6, 2014

Minutes



## ***Mission:***

*Customization of education through a balanced literacy approach for every child every day, and promotion of advancement toward lifelong learning*

- ☐ Groups process feedback from draft minutes –Each member of the committee previously responded to several questions in order to determine which teachers would be completing a survey to determine if we continue our work with reading workshop or we switch to a basal reading series. Each focus group worked together to tally the results.
- ☐ Focus/Study Groups – presentation of work – Each group met to discuss the work that has been completed during the focus group work sessions occurring over the past several weeks. After these brief meetings, each group presented their work to the whole committee. This work includes:

## ❖ **COMPREHENSION**

- **K-5 scope and sequence of comprehension skills for Informational Text (CC.1.2)**
- **K-5 scope and sequence of comprehension skills for Literature (CC.1.3)**
- **Kindergarten Reader’s Workshop Lesson Matrix** – This document matches the PA Core Standards with the Kindergarten Units of Study lessons written by Mrs. Harvey and Mrs. Nesbit. References are made within each unit to the specific lesson that addresses each relevant standard.
- **First Grade Reader’s Workshop Lesson Matrix** – This document matches the PA Core Standards with the First Grade Units of Study lessons written by Mrs. Harvey and Mrs. Nesbit. References are made within each unit to the specific lesson that addresses each relevant standard.
- **Second Grade Reader’s Workshop Lesson Matrix** – This document matches the PA Core Standards with the Second Grade Units of Study lessons written by Mrs. Harvey and Mrs. Nesbit. References are made within each unit to the specific lesson that addresses each relevant standard.
- **Third Grade Eligible Core Content for Comprehension** – This document matches the Third Grade PA Core Standards and Eligible Content with the Units of Study lessons in Third Grade. Standards are matched to specific lessons and student objectives.
- **Fourth Grade Eligible Core Content for Comprehension** – This document matches the Fourth Grade PA Core Standards and Eligible Content with the Units of Study lessons in Fourth Grade. Standards are matched to specific lessons and student objectives.

## ❖ GRAMMAR

- Extensive toolkits have been created for each grade level kindergarten through grade five. These toolkits include lessons and activities for each standard in each grade level. Toolkits of activities have been assembled for every grade level, and will include one complete set for each school. Teachers are encouraged to use out of, and/or contribute to, the toolkit.
- Complete description of scope of work completed by the grammar group to include tips for how and where to incorporate grammar lessons, essential skills to master at each grade level, and an emphasis on reinforcing proper spoken grammar by every teacher every day all day.
- K-5 scope and sequence of grammar skills aligned to PA Core Standards and matched to Units of Study where applicable.

## ❖ VOCABULARY

- K-5 scope and sequence of vocabulary skills aligned to PA Core Standards.
- Suggested prefixes and suffixes to be taught at each grade level also aligned to PA Core Standards.
- An outline of specific standards that can be matched across each grade level included in a one-page summary sheet that can be used for planning and conferring.
- A five-day schedule for introducing new vocabulary words that includes activities that are available in a toolkit, as well as ideas for assessment.
- The vocabulary focus group is also working on collecting lists of read aloud and mentor texts from each grade level. These lists will be used for putting together weekly vocabulary word lists.

- ☐ The Intersection of Danielson's Framework for Teaching and Best Literacy Practice – Melissa Brauer-Stuck and Melodee Minium stopped in to share their experience at this full day workshop on February 4, 2014. Additional information will be shared with teachers on February 14, 2014.
- ☐ Timeline for future work and survey distribution – The survey will be distributed to classroom teachers *only* as per the final decision made by the literacy steering committee at the meeting. This will occur the afternoon of February 14, 2014 at 2:30 PM.
- ☐ Future Meeting Dates and Times – February 18, 2014 - 4:30 PM at Middleburg Elementary
- ☐ Other Items?
  - Mr. Manotti shared his experience with a new assessment system he has been trying in his classroom. This is an assessment for independent reading that includes books and materials for assessing comprehension.

*"Nothing worth doing is ever going to be easy."  
Anonymous*